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ABSTRACT

Findings of a study that examined middle-level school practices and the educational needs of Illinois youth aged 10-14 are presented in this report. A questionnaire mailed to all junior high/middle schools (576 schools) and K-8 schools in Illinois (705 schools) elicited response rates of 75 and 42 percent, respectively, or a total of 774 usable returns. Findings indicate that Illinois middle-grade schools are doing a reasonably good job of implementing health-related concepts and practices and that some have implemented critical thinking and cooperative learning techniques. Eight of the 10 concepts designated as key to middle-level school success are fully implemented by fewer than 25 percent of the schools. However, most schools expressed a need for additional funds, particulary for staff development and the hiring of additional staff. Most schools do not participate in business/community collaboration to a significant extent. Recommendations include providing specialized teacher preparation and utilizing a holistic approach to create a learning environment that meets early adolescents' physical, emotional, intellectual, and social needs. The appendix includes the questionnaire. Three figures and 10 tables are included. (LMI)

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ILLINOIS MIDDLE-LEVEL SCHOOL ASSESSMENT: A LOOK AT THE STATE-OF-THE-ART IN MIDDLE-GRADE PRACTICES

EA 024 258

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Illinois Middle-Level School Assessment: A Look at the State-of-the-Art in Middle-Grade Practices

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1992

Illinois State Board of Education

Louis Mervis, Chairman
State Board of Education

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State Superintendent of Education

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HIGHLIGHTS

Of the ten concepts designated as key to middle-level school success, eight are fully implemented by less than one quarter of the responding schools. The following observations are of particular interest:

- The key concept fully implemented by the greatest percentage of schools (32.4%) is that of teachers teaching in multiple subject areas. It is also somewhat implemented among another 34.9 percent of the schools.

- Teacher control over instructional methods, class scheduling, and student evaluation (teacher empowerment) is also frequently reported as at least somewhat implemented (62.5% with some implementation and 26.5% with full implementation). Teachers responding to the survey report full implementation of this concept more often than do superintendents or principals (50.0% of the 20 responding teachers, 40.4% of the 94 responding superintendents, and 24.1% of the 597 responding principals).

- Flexible block scheduling is the key concept implemented least often among the schools. Only 3.3 percent of the schools report full implementation, and 62.4 percent do not plan to implement this concept at all.

- Many schools (46.4%) also have no plan to implement intramural sports involving at least 50 percent of all their students.

Many of the *Turning Points* recommendations concern concepts commonly associated with school improvement or restructuring. Survey findings regarding some of these concepts include:

- Many schools (76.3%) report some implementation of the promotion of critical and higher order thinking. However, only 12.2 percent of the schools report this concept as fully implemented.

- Cooperative learning strategies received full implementation in 14.3 percent of the schools and some implementation in another 65.5 percent.

- Compared to the remainder of the State, the extent of implementation for school-based management with shared decision making is considerably greater in Chicago where local school councils involving parents and community members are mandated. In Chicago, 70.1 percent of the schools have fully implemented school-based management compared to 23.6 percent of schools in the remainder of the state.

- Parent participation in school governance has also been implemented to a greater extent in Chicago and, like school-based management, is most likely a result of mandated local school councils. Virtually all of the Chicago schools are at least in the planning stage for implementing this concept, with 81.4 percent reporting full implementation. In contrast, nearly one-fifth (19.3%) of the schools outside Chicago have no plan for implementation, and only a small percentage (11.8%) report full implementation.

- Parenting classes have been fully implemented by only 14.4 percent of the schools and somewhat implemented by another 35.1 percent.

- The use of alternative assessments is at least somewhat implemented by 59.9 percent of the schools (44.8% with some implementation and 15.1% with full implementation). A significant percentage (18.2%) of the schools have no plan to implement their use.

A student's home environment is a major determinant of academic success. Students today come from very diverse family backgrounds. Many of them come from family situations which place them at-risk of school failure, i.e., poverty, limited-English proficiency, or single-parent households (U.S. Department of Education, Office of Educational Research and Improvement, 1990). Survey findings demonstrate that teachers are only moderately prepared to work "with children from one- or two-parent families, families of various ethnic and racial backgrounds, and families who for economic or other reasons are undergoing stress that may influence their children's performance in school." Just over three-fifths (61.9%) of the schools report at least some implementation of this type of teacher preparation (43.7% with some implementation and 18.2% with full implementation).

Another important goal of middle-grade schools should be the fostering of good citizenship. One means of accomplishing this mission is to incorporate community service into the core instructional program for all students. Schools responding to the survey need improvement in implementing this practice. Well under half (40.0%) reported at least some degree of implementation (33.6% with some implementation and only 6.4% with full implementation), and nearly one-third (32.9%) report no plan to implement.

Four of the top five concepts that have been fully implemented are in the area of health and fitness:

- More than two-thirds (69.1%) of the schools have a smoke-free building policy.
- Intervention or referral to outside agencies or individuals for student physical and emotional health problems is fully implemented by 62.5 percent of the schools.
- The integration of health education into the core instructional program is fully implemented by 46.5 percent of the schools.
- With regard to having health personnel who marshall available resources on behalf of students, 44.7 percent of the schools report full implementation.

The community can be a valuable resource to schools in terms of funds and professional services. Yet, Illinois middle-level schools are collaborating with the community to only a limited extent.

- Less than one-fifth of the schools report full implementation of school/community collaboration with health and social service agencies (19.6%) and with other agencies such as libraries, YMCAs and YWCAs, Girls' Clubs and Boys' Clubs, and churches (18.5%).
- Less than one-eighth (12.1%) report full implementation of business/education partnerships.

Overall, the K-8 schools and junior high/middle schools report similar patterns of implementation for the recommended concepts and practices. The most dramatic difference between the two groups is in the extent to which middle level teachers teach regularly in more than one subject area. The teaching of multiple subjects is much more prevalent among K-8 schools where multiple teaching assignments are considered traditional. Well over half (54.6%) of the K-8 schools, compared with only 16.3 percent of the junior high/middle schools, report full implementation of this concept. Also, while only 11.0 percent of the K-8 schools have no plan to implement this practice, 29.1 percent of the junior high/middle schools have no plan for implementation.

The implementation of a number of concepts or practices is dependent on school size. For example:

- As school sizes increases, the opportunity for learning outside regularly scheduled classes increases. These opportunities include extended school days, homework hotlines, tutoring, Saturday classes, etc. A large percentage (56.0%) of small schools outside Chicago have no plan to provide such opportunities compared with 22.6 percent in the large downstate schools and only 9.2 percent of the schools in Chicago. By contrast, the percentage of schools reporting at least some implementation of such opportunities ranges from 32.3 percent in the small downstate schools to 58.7 percent in the large downstate schools and 80.5 percent in Chicgo. In Chicago, 50.6 percent of the schools report full implementation.
- The percentage of schools with no plan to implement parenting classes ranges from 45.9 percent in small downstate schools to 13.9 percent in large downstate schools and 9.2 percent in Chicago. Conversely, percentages of full implementation range from 9.2 percent in the small downstate schools to 18.7 percent in the large downstate schools and 23 percent in Chicago.
- Among schools reporting the use of team teachers, full implementation of common planning time for the teams ranges from 22.1 percent in small downstate schools to 54.9 percent in large downstate schools. Chicago appears similar to the small downstate schools in that it reports only 23.1 percent full implementation.

Schools were asked to indicate those areas of professional development in which their staff receive training. Comparison of the specified areas reveals the following:

- More than three-quarters of the schools (76.8%) provide training in computer instruction.
- Training in critical thinking and learning styles is also quite popular among the schools (68.7% and 66.1%, respectively).
- The area of professional development offered least often among the schools is interagency collaboration, which is offered at only 17.7 percent of the schools. Also, relatively few schools provide training in advisor-advisee relationships and cultural sensitivity (21.2% and 26.7%, respectively).

When Illinois is compared to the nation concerning those concepts or practices for which national data are available, Illinois schools fare better about 50 percent of the time.

- Illinois schools are doing particularly well at requiring computer instruction and offering exploratory learning opportunities. In Illinois, 67 percent of the middle level schools and K-8 schools require computer instruction compared to 35 percent nationally. Also, 60 percent of the surveyed Illinois schools, compared with 34 percent nationally, have in place an exploratory concept of learning opportunities.

- On the other hand, Illinois is particularly lagging behind the total nation in the existence of intramural sports programs (37% of schools in Illinois vs. 67% nationwide) and extracurricular activities for all students (44% vs. 65%). It should be noted, however, that respondents to the Illinois questionnaire answered affirmatively only if at least 50 percent of their students were involved in intramural sports.

FOREWORD

The Illinois State Board of Education (ISBE) Middle-Level School Initiative investigates the middle years of schooling in Illinois to assist in future planning and program development. It is supported by matching funds from ISBE and the Carnegie Corporation of New York and by in-kind funds from the Association of Illinois Middle-Level Schools. As part of the Initiative's efforts, ISBE staff conducted a survey to assess the "state-of-the art" among Illinois schools providing instruction to students in grades 5 through 8. This report describes survey findings and was prepared by Joyce Flood and Dr. Fred Dawson from the Department of Planning, Research and Evaluation. Analysis of the open-ended survey items was conducted by Dr. Sherrel Bergmann, National-Louis University. The interpretations and conclusions expressed herein have been prepared by staff and do not necessarily reflect the position or policy of the Illinois State Board of Education.

INTRODUCTION

Background

Early adolescence is a time of tremendous change. Along with the obvious physical changes come less obvious changes in cognition and emotionality. Youth ages 10 to 15 develop new capacities for abstraction and analytical thinking. They also are in a stage of heightened self-formulation and increasing ability to form intimate relationships. This dramatic occurrence of change places these youth in a position of both greater vulnerability and enhanced opportunity for personal growth.

When their emotional and intellectual needs go unmet, young adolescents are more likely to engage in risk-taking behaviors. They are, therefore, at greater risk for drug and alcohol abuse, teenage pregnancy, sexually transmitted diseases, motor vehicle accidents, and suicide. They are also at increased risk of school failure. Yet, we are at a point in our nation's history when we can least afford to lose our youth to these social ills. Because the U.S. is involved in intense international competition, we must prepare as many of our youth as possible for productive contribution to our information-age economy. Today's workforce must be highly literate, technically trained, and capable of critical thinking and problem solving.

Because middle-level schools deal with youngsters at such a critical stage in their emotional and intellectual development, they have an opportunity to dramatically shape young adolescents' destinies. Unfortunately, however, the organizational structures and curricula presented in these schools often serve to alienate students. Adolescents have a need for intimacy, autonomy, and recognition of their individuality. Instead, they are frequently subjected to an impersonal school environment, little opportunity for making their own decisions, and a rigid structure which does not encourage variability and the development of individual strengths.

Recognizing the importance of middle-grade schools in preparing youth for healthy, thoughtful, and productive adulthood, the Carnegie Corporation of New York established the Task Force on Education of Young Adolescents to examine the effectiveness of middle-grade schools in this regard. The Task Force has relayed its findings and recommendations in a comprehensive report entitled *Turning Points: Preparing American Youth for the 21st Century*.

The Task Force first describes what qualities it expects a 15-year-old who has been successfully served in the middle years of schooling to possess. Such a 15-year-old, it says, will be "an intellectually reflective person, a person enroute to a lifetime of meaningful work, a good citizen, a caring and ethical individual, and a healthy person" (Carnegie Council on Adolescent Development [CCAD], 1989).

In order to foster the development of these desirable qualities, middle-grade schools must, claims the Task Force, undergo dramatic transformation "intended to create for every young person a community that engages those for whom life already holds high promise and welcomes into the mainstream of society those who might otherwise be left behind." The Task Force maintains that this transformation can be achieved through compliance with eight recommendations based on the following principles:

1. Large middle schools are divided into smaller communities for learning.
2. Middle grade schools transmit a core of common knowledge to all students.
3. Middle grade schools are organized to ensure success for all students.
4. Teachers and principals have the major responsibility and power to transform middle grade schools.
5. Teachers for the middle grades are specifically prepared to teach young adolescents.
6. Schools promote good health because the education and health of young adolescents are linked.
7. Families are allied with school staff through mutual respect, trust, and communication.
8. Schools and communities are partners in educating young adolescents (CCAD, 1989).

Purpose of the Survey

Aware of the Carnegie Corporation of New York's endeavors regarding middle-level education, the Illinois State Board of Education (ISBE) sought and received funds from the Corporation in support of the Illinois Middle-Grade Education State Planning Initiative. The major goal of the Initiative is to analyze the educational needs of Illinois youth ages 10-14 and to develop a planning tool which can assist educators in meeting those needs. As an initial step toward achieving this goal, ISBE Middle-Level School Initiative and Research staff conducted a survey to assess the "state-of-the-art" among Illinois schools providing instruction to students in grades 5 through 8. The survey

sought information concerning Illinois middle-level school practices in relation to the *Turning Points* recommendations.

METHODS

The Survey Questionnaire

The survey questionnaire was modeled from a similar one designed by the Colorado Department of Education. To better suit Illinois needs, the Colorado questionnaire was considerably modified: response categories were changed, many items were rephrased, and a number of new items were added (see Appendix A). However, the basic Colorado organization was retained in that the major focus items were listed under each relevant *Turning Points* recommendation and included concepts or practices regarded as beneficial to the achievement of the recommendations. Respondents were asked to indicate the extent to which each concept or practice had been implemented at their school by selecting one of four response categories: "no plan to implement," "in the planning stage," "some implementation," and "fully implemented."

In addition to the major focus questions, the questionnaire included questions concerning the professional classification of the respondents and professional staff development. Additionally, several open-ended questions sought information concerning transition procedures (from elementary to middle level and from middle level to high school), effective programs in place, and inservicing or other resource needs.

Definitions

Where appropriate, terms expressed in the questionnaire were defined within footnotes. Four such definitions follow:

"Interdisciplinary teaming is an organizational strategy allowing teachers to plan and discuss curriculum, student problems, and other teacher and student activities on a regular basis (e.g., daily, weekly)."

"An advisor-advisee program is designed to provide students with the opportunity to get to know an adult (teacher/staff) on a more personal level. These programs may also provide students with the opportunity to discuss personal and social problems common to early adolescents."

"Exploratory programs are designed to provide students with a myriad of "hands-on" experiences, frequently in the form of "mini-units." These minicourses give students a sampling of real world activities for personal, social, recreational, and vocational development. These are usually in addition to traditional unified and related arts programs such as industrial arts, music, or home economics."

"Block scheduling is the establishment of blocks of instruction time beyond the traditional 40 to 50 minutes to best meet the needs and interests of the students, to respond to curriculum priorities, and to capitalize on learning opportunities such as current events."

The questionnaire item concerning school-based management did not refer to that term as such. It was, however, expressed to reflect the following definition: School-based management is a form of school governance which localizes decision making authority at the school site, allowing principals, teachers, parents, and support staff to share decisions concerning school operations and policies (Corbett, 1989). Note that this particular definition incorporates elements of both decentralization and shared decision making.

Survey Administration

Questionnaires were mailed to all junior high and middle schools (576 schools) and all K-8 elementary schools (705 schools) in Illinois. The first follow-up contact was made by the 18 educational service centers (ESCs) around the state. At the discretion of the ESCs, follow-up contact was in the form of either telephone encouragement to respond or the mailout of additional copies of the questionnaire. The second follow-up involved an additional mailout which was conducted by ISBE Research staff.

Response Rate

Following the initial ESC follow-up, questionnaires were returned by 65 percent of the junior high/middle schools and 31 percent of the K-8 schools. Upon completion of the second follow-up, the response rate rose to 75 percent for junior high/middle schools and 42 percent for K-8 schools (24% from Chicago and 61% from the remainder of the state). Of the total 774 responses, 6.1 percent could not be identified by school type or location because identifying labels were missing. Due to disparate response rates, comparisons between junior high/middle schools and K-8 schools and between Chicago and the remainder of the state must be made with caution. With only 42 percent of K-8 schools represented, survey findings for this group may not be generalizable to the entire population of K-8 schools.

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Follow-up Survey of K-8 Nonrespondents

To obtain additional information concerning the K-8 nonresponse, a systematic sample (every fifth record) of 80 nonresponding schools was drawn. Principals from these 80 schools were contacted by phone and were asked to give their reasons for nonresponse. Since more than one reason for nonresponse was possible, the resulting percentages for the frequency distribution of reasons could total more than 100 percent.

Analyses

In addition to describing the survey findings for the total group of surveyed schools, comparisons were made by school type (junior high/middle schools vs. K-8 schools), school size, and location (Chicago vs. the remainder of the state). Also, where data were available, comparisons were made between Illinois and the nation.

For comparisons by school size, schools were categorized into four groups. Schools outside Chicago were classified as small (less than 215 students), medium (215-424 students), and large (425 or more students). Chicago, where the average student enrollment is 642 and few schools fall into the small or medium categories, was treated as a separate category.

In order to compare Illinois to the nation, relevant data were selected from two national studies. Both studies were conducted in 1988, one by the John Hopkins Center for Research on Elementary Middle Schools (Epstein & Mac Iver, 1990) and the other at Appalachian State University in North Carolina (Alexander & McEwin, 1989). Several limitations to accurate comparisons between Illinois and the nation must be noted:

1) The Alexander and McEwin (1989) data for flexible block scheduling and intramural sports were reported by grade level rather than overall. Therefore, the average among the grade levels was used for comparison with the Illinois data.

2) The Illinois questionnaire item regarding intramural sports was limiting in that it referred to involvement of at least 50 percent of all students.

3) The Illinois item concerning common planning time for team teachers was also limiting in that it referred to "common daily planning time."

4) Perhaps most important, the national questionnaire items were phrased in such a way that response concerning use of a concept or practice could be affirmative without regard to degree of implementation. The Illinois items, however, sought information concerning degree. For the sake of comparison, the Illinois response categories of "some implementation" and "fully implemented" were combined. It is possible that this combination resulted in some bias favoring Illinois. On the other hand, to use only the "fully implemented" response would most likely result in a negative bias.

FINDINGS

Respondents to Questionnaire

The vast majority of respondents were school principals (81.4%). In addition, 12.9 percent were superintendents, 2.7 percent were teachers, and 3.0 percent were classified as "other support staff." The percentage of principals was considerably greater for junior high/middle schools than for K-8 schools (94.5% vs. 62.0%). However, the percentage of superintendents was greater for K-8 than for junior high/middle schools (27.7% vs. 2.9%).

Follow-up Survey of K-8 Nonrespondents

The follow-up telephone survey of the nonresponding K-8 schools identified four major reasons for not responding to the original survey. Nearly half (45.5%) of the school administrators said they did not receive the questionnaire, 27.3 percent said they forgot, 19.5 percent said they were too busy, and 7.8 percent said the survey did not apply to them.

Grade Configurations among Responding Junior High/Middle Schools

The grade configurations among the responding junior high/middle schools are varied. Table 1 in Appendix B describes this configuration and compares it with national data from the Alexander and McEwin (1989) study. The Illinois configuration is similar to that reported nationally except that, nationally, there is a smaller percentage of schools with grades 7-8 (24% vs. 42%) and a larger percentage of schools with grades 7-9 (20% vs 1%). When all schools serving students in grades 5-8 are considered, the grade configurations are even more varied. In fact, 27 different grade configurations exist among this population of schools. Only 22.4% of these schools are K-8, 22.1 percent are K-6, 14.4 percent are K-5, 7.5 percent are 6-8, 8.6 percent are 7-8, and 25.0 percent are in the remaining 22 nontraditional configurations.

Findings Related to *Turning Points* Recommendations

Creating a Community for Learning

(Table 2, Appendix B)

School should be a place where close, trusting relationships with adults and peers create a climate for personal growth and intellectual development.

Faced with such dramatic change in their lives, early adolescents have particular need for a stable support structure and a feeling of intimacy with adults and peers. At school, they need to "feel that they are part of a shared educational purpose" (CCAD, 1989).

One means of achieving this sense of shared purpose is the use of interdisciplinary teams of teachers. Through teaming, a small group of teachers share the responsibility of delivering instructional services to an assigned group of students, preferably for the student's entire middle-grade experience. The teacher teams share planning of curriculum content, solving of student problems, setting of achievement standards, and scheduling of classes. Teaming provides consistency and continuity and allows students and teachers to form close bonds. When teams are interdisciplinary, they can facilitate the integration of ideas and concepts across disciplines making it possible for students to see information as part of a system rather than as isolated facts.

Illinois schools report very modest use of interdisciplinary teams. Only 20.1 percent report full implementation, and 28.7 percent have no plan for implementation. Use of this concept is particularly minimal among small schools (see Table 10, Appendix B). Among small schools outside Chicago, 44.3 percent report no plan for implementation, and only 12.8 percent report full implementation. In contrast, 20.8 percent of large downstate schools and 15.1 percent of Chicago schools report no plan to implement. Also, nearly twice the large downstate and Chicago schools (25.1% and 24.4%, respectively) report full implementation.

In order to be effective, teacher teams must be allowed a common planning time. Statewide, when only schools utilizing interdisciplinary teams are included, only a third of the schools (33.1%) report full implementation (see footnote, Figure 1). As with teaming, the provision of common planning time is dependent on school size (see Table 10, Appendix B). Only 22.1 percent of the small compared to 54.9 percent of the large downstate schools report full implementation. The Chicago schools are similar to the small schools in reporting only 23.1 percent full implementation.

Advisor-advisee programs are also essential in building student-teacher bonds. They provide opportunity for each student to get to know at least one adult on a more personal level. Less than a quarter of Illinois schools (23.5%) make provision for these relationships, and 26.4 percent have no plan for implementation.

Teaching a Core of Common Knowledge

(Table 3, Appendix B)

Every student in the middle grades should learn to think critically through mastery of an appropriate body of knowledge, lead a healthy life, behave ethically and lawfully, and assume the responsibilities of citizenship in a pluralistic society.

The teaching of critical thinking goes beyond the teaching of facts and mechanics. It helps students to see relationships between ideas and encourages them to ask "why," "what if," and "suppose that." Though many schools in Illinois (76.3%) report some implementation of this practice, only 12.2 percent report full implementation.

To assist students in thinking critically, it is important to help them see connections between ideas and concepts in different disciplines. Therefore, the middle-grade curriculum must be organized around integrated, interdisciplinary themes or units rather than discrete, unrelated subjects. Illinois schools need much improvement in this area. Even though 20.1 percent of the schools report full implementation of interdisciplinary teams, only 6.9 percent report full implementation of curricula organized around interdisciplinary themes and units.

It is also important that students have opportunities to explore their interests and aptitudes through participation in exploratory courses or "mini-units" designed to provide students with myriad "hands-on" experiences. The courses can range from common topics such as computers or foreign language to more unusual topics such as cartooning, the stock market, and robotics (Epstein and Mac Iver, 1990). More than a third (37.0%) of Illinois schools report some implementation of an exploratory concept, but only 23.2 percent report full implementation.

Not only do middle-level students need instruction to meet their intellectual needs, they also require instruction concerning a healthy life style. They must learn to stay free of drugs or alcohol and to maintain the level of physical and emotional health required for meeting powerful daily demands. The integration of health education into the core instructional program is an essential means of filling this need. In

Illinois, health education is mandated, and schools are given a choice of presenting health education as a separate course or in conjunction with another course on a block-of-time basis. Either way, students at the junior high/middle school level must receive the equivalent of one semester of health education. Statewide, nearly half (46.5%) of the responding schools claim full implementation for the integration of health education into their core instructional program. Moreover, only a small percentage (9.3%) report no plan for implementation. Chicago, however, has the least percentage of schools (31.4%) reporting full implementation. Perhaps schools do not report 100 percent full implementation of this concept because the meaning of "integration into the core instructional program" is unclear, and schools where health education is presented as a separate course did not respond affirmatively to this item.

Intellectual abilities and good health are not all that is required for full and effective participation in today's society. Of equal importance is good citizenship. Values associated with good citizenship are "compassion, regard for human worth and dignity, respect for others' rights, tolerance and appreciation of human diversity, willingness to cooperate, and a desire for social justice" (CCAD, 1989).

One way in which schools can promote good citizenship is to require community service as part of the core instructional program. Currently, very few Illinois schools (6.4%) report full implementation of this concept. Of equal concern, close to one-third (32.9%) say they have no plan for implementation (see Table 9).

Essential to good citizenship is the ability to appreciate and respect cultural diversity. Schools must set positive examples for students by ensuring that the ethnic composition of school staff reflects the ethnic composition of the student population. Statewide, a sizeable percentage of Illinois schools (45.9%) report full implementation of this concept. Interestingly, this accomplishment is more widespread among small schools (56.8%) than large schools (33.7%) (see Table 10, Appendix B). The exception is Chicago with 49.4 percent of schools reporting full implementation.

Finally, in order to assess progress toward teaching the core of common knowledge as described above, schools must employ alternative to standardized testing. They must employ tests which will more closely resemble real learning tasks and not simply the ability to memorize. The use of alternate assessments is at least somewhat implemented by 59.9 percent of responding Illinois schools (44.8% with some implementation and 15.1% with full implementation). A significant percentage (18.2%) of schools have no plan to implement usage.

Ensuring Success for All Students
(Table 4, Appendix B)

All young adolescents should have the opportunity to succeed in every aspect of the middle grade program, regardless of previous achievement or the pace at which they learn.

One means of ensuring student success is the heterogeneous grouping of students. Traditionally, students have been separated into "high-" and "low-ability" groups, a practice referred to as "tracking." Tracking can have devastating consequences, particularly for the lower track students who become locked into that track and are assumed to be incapable of doing any better, even though they may have untapped strengths. Heterogeneous groupings allow students of varying abilities to learn from one another. A surprisingly high percentage of Illinois schools (44.3%) report full implementation of this concept.

Closely associated with heterogeneous groupings is the concept of cooperative learning, a process wherein students of mixed ability work together to achieve a task or solve a problem. The process requires that all students contribute to the group effort because they receive group rewards as well as individual grades. Though relatively few Illinois schools (14.3%) report full implementation of this concept, it is encouraging that so many (65.5%) report some implementation. It is also encouraging that so few (4.4%) have no plan for implementation.

Other means of providing students opportunities to experience success include intramural sports, extracurricular activities, and learning opportunities outside regularly scheduled classes (e.g., extended school days, homework hotlines, tutoring, Saturday classes, etc.). Survey findings addressing these opportunities are:

- A large percentage of Illinois schools (46.4%) have no plan to implement intramural sports involving at least 50 percent of all students.
- Similarly, 36.2 percent of Illinois schools have no plan to implement extracurricular activities.
- Overall, a fairly large percentage of schools (34.5%) say they have no plan to implement learning opportunities outside regularly scheduled classes. This is, however, particularly true of small schools outside Chicago of which 56.0 percent report no

plan for implementation and only 10.6 percent report full implementation. By comparison, only 9.2 percent of Chicago schools report no plan, and 50.6 percent report full implementation (see Table 10, Appendix B).

In addition to providing opportunities for success, educators must also structure available time in such a way that successful learning is optimized. When classes are always limited to 40 or 50 minutes, many students will not have time for mastery, and some topics will not be covered in depth. Therefore, the Carnegie Task Force recommends the use of flexible block scheduling, which allows for the expansion of class time to cover special topics of interest, explore certain topics in more depth, and take advantage of learning opportunities such as current events.

Though flexible block scheduling is viewed by many educators as a key concept for middle-level school effectiveness, many schools in Illinois (62.4%) say they have no plan to implement this concept. What's more, only 3.3% report full implementation. Particularly the small schools outside Chicago (72.5% of them) report no plan (see Table 10, Appendix B).

Empowering Teachers and Administrators (Table 5, Appendix B)

Decisions concerning the experiences of middle grade students should be made by the adults who know them best.

Teachers are the adults who know the most about the educational needs of their students and should, therefore, be given control over instructional methods, class scheduling, and student evaluation. Such teacher empowerment increases productivity, improves effectiveness, and heightens morale. It also gives teachers a sense of ownership and responsibility for student performance. In Illinois, the degree of implementation is moderate, with 62.5 percent of schools reporting some implementation and 26.5 percent reporting full implementation. The small percentage of schools (4.2%) reporting no plan for implementation is, however, cause for optimism. Contrary to what one might expect, 50.0 percent of the 20 responding teachers, compared to 24.1 percent of the 597 responding principals and 40.4 percent of the 94 responding superintendents, claim full implementation.

Closely related to teacher empowerment is the concept of school-based management which broadens the decision-making base to include a variety of key players. Item 3, section IV of the questionnaire addresses school-based management as defined for this study and states, "Decision-making authority is school based involving teachers, administrators, support staff, parents, students, and key representatives from community organizations in shared decision making." Although not illustrated in any table, it should be noted that this concept has been fully implemented by less than a quarter of schools outside Chicago (23.6%). However, in Chicago, where local school councils have been mandated, 70.1 percent of schools report full implementation.

Preparing Teachers for the Middle Level (Table 6, Appendix B)

Teachers in middle grade schools should be selected and specially educated to teach young adolescents.

Often, teachers in the middle grades experience frustration with their work, largely because they were prepared for elementary or secondary education and lack confidence in their ability to deal with the special needs of young adolescents (CCAD, 1989). One means of ensuring greater satisfaction with the middle-grade teacher role is to make middle-grade course work and/or experience a desired qualification for the job. Illinois schools are making some effort to implement this practice. More than one-third (36.7%) report full implementation.

It also eases their role if teachers are prepared to teach in more than one subject area. Preparation in multiple subject areas lends greater flexibility to the teaming process. It allows team teachers to share responsibility for the planning of curriculum content as well as the actual teaching across multiple subjects. In Illinois, it is the K-8 schools who implement this concept to a much greater degree than do junior high/middle schools. Compared with only 16.3 percent of junior high/middle schools, 54.6 percent of K-8 schools report full implementation. This finding is not surprising since multiple teaching assignments have been the tradition in K-8 schools. Readers are reminded, however, that generalizations concerning K-8 schools must be made with caution since the considerable nonresponse from these schools may have biased the findings.

In addition to preparation for meeting intellectual needs, teachers must also be prepared for dealing with myriad psychosocial needs. Unfortunately, only 17.0 percent of Illinois schools report full implementation with regard to middle-level teachers having had a development course in the social, physical, and intellectual needs of the early adolescent. Moreover, only 18.2 percent report full implementation concerning teacher preparation "for working with children from one- or two-

parent families, families of various ethnic and racial backgrounds, and families who for economic or other reasons are undergoing stress that may influence their children's performance in school."

Improving Academic Performance through Better Health and Fitness
(Table 7, Appendix B)

Young adolescents must be healthy in order to learn.

With increases in drug use, teenage pregnancy, AIDS, and a melange of physical and mental health problems due to poverty, it is paramount that schools emphasize not only academics but concerns for the whole student. More than two-thirds of all U.S. teachers regard poor health and undernourishment as problems for their students (Carnegie Foundation for the Advancement of Teaching, 1988). Mental health problems are also widespread among young adolescents. "It has been reported that 12 to 15 percent of all U.S. youth suffer from mental problems warranting treatment" (U.S. Congress, Office of Technology Assessment, 1986).

It is, perhaps, in the area of health services that Illinois schools exercise the greatest extent of implementation. Nearly 63 percent (62.5%) report full implementation of a coordinated system to provide intervention or referral to outside agencies or individuals for student physical and emotional health problems. Also, 44.7% claim full implementation with regard to having health personnel who marshal available resources on behalf of students.

Reengaging Families in the Education of Young Adolescents
(Table 8, Appendix B)

Families and middle grade schools must be allied through trust and respect if young adolescents are to succeed in school.

Nearly all plans for school improvement or restructuring include some form of parental involvement in the educational process. Without support and guidance at home, students have a much reduced chance of success at school. Many parents, however, do not feel equipped to make a meaningful contribution. Therefore, they need encouragement and assistance. Schools can help by offering parenting classes and informative sessions to improve parents' understanding of their young adolescents. They can also bolster parent confidence and sense of power by seeking parent participation in school governance.

The extent to which Illinois schools implement parenting classes varies by school size. Absence of a plan for implementation is particularly prevalent among small schools outside Chicago (45.9% for small, non-Chicago schools vs. 13.9% for large, non-Chicago schools and only 9.2% for Chicago schools). Also, full implementation is more likely in large schools (18.7% in large, non-Chicago schools and 23.0% in Chicago schools vs. only 9.2% in small, non-Chicago schools).

The major determinant for parent participation in school governance is location. Although not listed in Table 8, it should be stated that most of the schools in Chicago (81.4%) report full implementation of this concept compared to only 11.8 percent of the non-Chicago schools, a finding which is most likely due to the existence of mandated local school councils in Chicago.

Connecting Schools with Communities
(Table 9, Appendix B)

Schools and community organizations should share responsibility for each middle grade student's success.

Schools cannot carry the burden alone. The intellectual, physical, and psychosocial needs of young adolescents are so great that collaboration between school and community is essential to meeting those needs. Community agencies can provide social services such as counseling, parenting classes, and child care, and business can provide funds, professional expertise, and opportunities for learning experience in the workplace. Yet, Illinois middle-level schools are forming these collaborations to only a limited extent as illustrated below:

- Less than one-fifth of the responding schools (19.6%) report they fully implement "timely and effective school/community collaborations to increase access of young adolescents to needed health and social services."

- Less than one-fifth of the schools (18.5%) fully implement coordination with local community agencies such as libraries, YMCAs and YWCAs, Girls' Clubs and Boys' Clubs, churches and service clubs to assist students in achieving their goals.

- Very few schools (12.1%) state that they have fully implemented partnerships with businesses and professions which contribute funds, equipment, employee time, opportunities for educational experiences, or other resources.

Comparison of Key Concepts

ISBE Middle-Level School Initiative staff identified ten concepts or practices which they felt were most essential to middle-level school success. The following observations result from comparisons among these key concepts (see Figure 1, Appendix B).

- For eight of the ten key concepts, the proportion of schools reporting full implementation is under one-fourth. Teacher empowerment (control over instructional methods, class scheduling, and student evaluation) and the teaching of multiple subject areas are the exceptions at 26.5 percent and 32.4 percent, respectively.

- Flexible block scheduling and interdisciplinary themes were the key concepts for which schools report full implementation least often (3.3% and 6.9%, respectively).

- At 62.4 percent and 46.4 percent, respectively, flexible block scheduling and intramural sports involving at least 50 percent of all students are the key concepts for which schools most often report no plan to implement.

Comparisons by School Size

Small schools appear to trail the larger schools with regard to implementing a number of recommended concepts or practices. The areas of most dramatic difference have already been mentioned: teaming, common planning time, learning opportunities outside regularly scheduled classes, flexible block scheduling, and parenting classes. Other areas in which the extent of implementation among small schools is considerably less than among large schools are: advisor-advisee programs, required computer instruction, intramural sports, peer coaching teams, health personnel to marshal available resources, community service, and the formation of partnerships with business and the professions (see Table 10). Though impossible to tell from responses to the questionnaire, it may be that small schools practice these concepts to a lesser extent due to fewer available resources, particularly personnel. On the other hand, when asked to describe effective programs at their school relative to the *Turning Points* recommendations, 27 of the small schools responded that the recommendations such as creating a small community of learners, parental involvement, and shared decision making are inherent in the smallness of their school.

Staff Development

Schools were asked to indicate from a checklist the areas in which their staff have received professional development. Figure 2 in Appendix B describes the percentage distribution of schools providing staff professional development in specified areas. Comparison of the specified areas reveals the following:

- More than three-quarters of the schools (76.8%) provide training in computer instruction.

- Training in critical thinking and learning styles is also quite popular among the schools (68.7% and 66.1%, respectively).

- The area of professional development offered least often among the schools is interagency collaboration, which is offered at only 17.7 percent of the schools. Also, relatively few schools (21.2%) provide training in advisor-advisee relationships.

- The provision of staff professional development in cultural sensitivity is more prevalent among large schools (9.5% in small, non-Chicago schools vs. 38.6% in large, non-Chicago schools and 66.1% in Chicago).

- The small, non-Chicago schools are much less likely than the large, non-Chicago schools to provide professional development in the areas of teaming and advisor-advisee relationships (28.6% vs. 65.3% for teaming and 8.3% vs. 52.5% for advisor-advisee relationships). In Chicago, 41.9 percent of schools provide professional development in teaming, and 16.1 percent provide it in advisor-advisee relationships.

Transition Procedures

Occurring simultaneously with so many other changes in the young adolescent's life, the transition from elementary to middle-level school and from middle-level to high school can be quite traumatic if not eased through a process of orientation and articulation between key players at all levels.

Respondents to the middle-level school survey were asked to describe any special procedures followed to ensure smooth student transition.

The most commonly described procedures for transition from elementary to middle level were:

- one-day visitations to the next level (including building tours and classroom visitations),

- parent information sessions and conferences,
- a handbook or newsletter for parents and students,
- open house at the middle level,
- summer orientation,
- meetings with new teachers,
- student placement meetings, and
- articulation meetings between elementary- and middle-level teachers.

With regard to transition from middle-level to high school, the most commonly mentioned procedures were:

- orientation nights for parents and students,
- high school counselor visits to middle-level schools,
- ongoing transition meetings for parents and students together,
- teacher articulation meetings,
- placement tests,
- student visits to high schools for special events and programs,
- summer bridge programs, and
- curriculum fairs.

Though orientation procedures described were numerous and varied, none of the schools mentioned articulation as a strength, and curriculum issues were never raised. It is also interesting to note that, while the middle-level schools seem chiefly responsible for the transition process from elementary to middle-level, it is the high schools who carry the major responsibility for transition from middle-level to high school.

Inservice or Other Resources Needed

When asked what types of inservice or other resources are necessary to enable further implementation of the *Turning Points* recommendations, the most common response (110 out of 774 total responses to the survey) concerned the need for additional funding. Of the respondents mentioning funding, many specifically stressed a need for inservice funds and funds to hire additional staff (36.4% and 24.5%, respectively). The need for additional staff was seen as necessary for the implementation of team teaching and common planning time.

With regard to inservice needs, the most commonly expressed were in the area of adolescent development and general middle-school organization (103 out of 774 total responses to the survey). Numerous others expressed a need for inservice on teaming, effective use of planning time, interdisciplinary instruction, program design, advisory skills, cooperative learning, critical thinking, learning styles, interdisciplinary teaching skills, and parental involvement.

A number of small schools (18) expressed a need for special training to address unique needs associated with school size. Small schools commonly complained that the *Turning Points* recommendations were either inherent in their size (e.g., close community and shared decision making) or were simply not applicable to them (e.g., concepts such as team teaching requiring a sizeable staff).

Among schools of all sizes, a common complaint concerned the hindrance to compliance with *Turning Points* recommendations caused by restrictive and inhibiting State mandates. Fifteen respondents mentioned a need to review and modify course requirements and mandated State testing to allow the greater flexibility associated with an interdisciplinary and creative approach to teaching.

Illinois Compared to the Nation

In order to assess Illinois progress toward compliance with the *Turning Points* recommendations, it is helpful to compare the Illinois survey data with available national data. Readers are reminded of the limitations associated with such a comparison as detailed in the Methods section of this report.

As illustrated by Figure 3 in Appendix B, Illinois middle-level schools fare better than those nationally about 50 percent of the time. Illinois schools are doing particularly well at requiring computer instruction and offering exploratory learning opportunities. In Illinois, 67 percent of the middle-level schools and K-8 schools require computer instruction, compared to 35 percent nationally. Also, 60 percent of the surveyed Illinois schools, compared with 34 percent nationally, have in place an exploratory

concept of learning opportunities. On the other hand, Illinois is particularly lagging behind the total nation in the existence of intramural sports programs (37% of schools in Illinois vs. 67% nationwide) and extracurricular activities for all students (44% vs. 65%). It should be noted, however, that respondents to the Illinois questionnaire answered affirmatively only if at least 50 percent of their students were involved in intramural sports.

CONCLUSIONS AND RECOMMENDATIONS

The findings from this survey may be viewed as an initial step toward measuring the status of middle-level education in Illinois as it relates to the recommendations set forth in the Carnegie *Turning Points* document. Through the survey process, some areas of strength and numerous areas in need of improvement have been identified.

It is particularly encouraging that Illinois middle-grade schools are doing a reasonably good job of implementing health-related concepts or practices. With regard to full implementation, four of the top five concepts are health-related (a smoke-free building policy at 69.1%, referral for health problems at 62.5%, health education as core instruction at 46.5%, and availability of health personnel at 44.7%).

It is also encouraging to find that large percentages of schools report at least some implementation of concepts such as critical thinking and cooperative learning. Though these concepts have not been fully implemented by many schools, the reporting of some implementation by such large percentages of schools (76.3% and 65.5%, respectively) would seem to indicate an awareness of these concepts and some attempt to put them to use. What is not known, however, is the definition of such concepts employed by schools. More in-depth information is needed to determine how schools define these terms for themselves and how are they going about implementation.

On the discouraging side is the fact that eight of the ten concepts designated as key to middle-level school success are fully implemented by less than one quarter of responding schools. This finding would seem to indicate a need for extensive education concerning the *Turning Points* recommendations and special effort to technically assist schools in achieving them. In fact, a number of respondents mentioned the need for additional information concerning the recommendations. The specific key concepts requiring, perhaps, the greatest degree of improvement are flexible block scheduling, intramural sports, and interdisciplinary themes.

Respondents also frequently mentioned a need for additional funds, particularly for professional development and the hiring of additional staff. As a State plan for improving middle-level education is formulated, special consideration must be given to the shaky financial status of many Illinois schools. Concepts such as flexible block scheduling, team teaching, and common planning time require ample staffing and, thus, ample funds for hiring teachers. Professional development is also an expensive proposition. As part of their planning document, ISBE Middle-Level School Initiative staff recommended that professional development be provided by the state's 18 educational service centers.

Consideration should also be given to the special needs of small schools, many of which feel that the *Turning Points* recommendations do not apply to them. Actually, there were specific requests for assistance from 18 small schools wanting to learn more about implementing middle-level school concepts in a small K-8 building, a fact which should not be ignored.

A very viable source of assistance to schools in terms of funds and professional services is the business community or other community agencies and groups. However, survey findings suggest that middle-level schools are not collaborating with the community to any significant extent. Therefore, schools must be made aware of the benefits of such collaboration in terms of funds for equipment, educational materials, etc., and the availability of professional time for counseling, tutoring, mentoring, etc. Both schools and communities must be encouraged to form partnerships without fear of conflicting priorities or philosophies and with the understanding that the benefits are reciprocal.

For successful implementation of middle-level school concepts, it is essential that both educators and the public recognize middle-grade education as a legitimately separate level with special needs equal to those of elementary and secondary education. Crucial to this process of legitimizing middle-level education is the preparation of teachers to work with young adolescents. Teacher preparation should include preservice as well as inservice. Numerous respondents to the survey mentioned teacher certification in middle-level education as a requirement for middle-level school success. At minimum, teacher preparation must include training in early adolescent development and dealing with diverse and often troubling family situations.

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Besides providing general information and technical assistance, the State Board of Education can perform other tasks to facilitate improvement of Illinois middle-level schools. In light of so many comments from survey respondents concerning the restrictive and inhibiting nature of current Illinois instructional mandates, a review of the mandates to assess their impeding effect on implementation of the *Turning Points* recommendations is in order. To that end, Middle-Level School Initiative staff are involved with an ISBE review of the regulatory process and will hopefully influence change resulting in curriculum and instruction more appropriate for meeting the needs of young adolescents.

Also, it is important for the State Board to recognize and reward those schools which are making good progress toward implementing the *Turning Points* recommendations. With that purpose in mind, Middle-Level School Initiative staff are planning to create a directory of exemplary middle-level schools. The directory will serve as encouragement for these schools and will provide a helpful guide to other schools wishing to improve their middle-level practices.

In summary, middle-level education is in a position to ease the trauma of transition from childhood to adolescence. Because early adolescents are at such a formative stage, they can easily be turned on or totally turned off to the process of learning. The challenge of middle-level education is to establish an environment in which the physical, emotional, social, and intellectual needs of the student can be tended to in a manner which will kindle a lifelong desire to learn. A holistic approach is imperative because efforts to meet only intellectual needs, without concern for the whole person, would be futile. A holistic approach, however, requires the com- bined effort of government (both federal and state), schools, parents, and the entire community.

The challenge is not an easy one, but the reward for success will be great. At stake is the future of our nation as we move toward the 21st century facing intense international economic competition, rapidly spreading worldwide hunger and poverty, escalating deterioration of our environment, and technology so advanced that it outpaces our emotions and threatens to control our existence. Our best resource for meeting the challenges of the 21st century is our youth, and our educational system must be reformed at all levels to provide them with the kinds of skills required to be productive future citizens. But it is, perhaps, particularly important to reach them at the middle level where they are in the initial stages of forming decisions concerning life style, a personal code of ethics, interpersonal relationships, and career aspirations.

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APPENDIX A

The Survey Questionnaire

ILLINOIS STATE BOARD OF EDUCATION
Department of Planning, Research, and Evaluation
100 North First Street
Springfield, Illinois 62777-0001

ILLINOIS MIDDLE LEVEL SCHOOL ASSESSMENT

With grant funds provided by the Carnegie Corporation, the Illinois State Board of Education is conducting this survey to assess the current conditions for educating children grades 5-8. Survey items are based on the eight recommendations for middle level education cited in Turning Points: Preparing American Youth for the 21st Century, published by the Carnegie Council on Adolescent Development.

We will greatly appreciate your response to the survey questionnaire by March 1, 1991.

PERSON COMPLETING THIS FORM:

☐ **Superintendent** ☐ **Teacher**
☐ **Principal** ☐ **Other support staff member** (Please specify)_____

For each of the components listed under Turning Points Recommendations I through VIII, **circle** the appropriate number to indicate the extent to which that component of middle level education is implemented in your school:

1 = Do not plan to implement 2 = Is in the planning stage 3 = Some implementation 4 = Fully implemented on a school-wide basis

TURNING POINT RECOMMENDATION

I. CREATING A COMMUNITY OF LEARNERS

School should be a place where close, trusting relationships with adults and peers create a climate for personal growth and intellectual development. Large middle level schools are divided into small communities.

Component of Middle Level Education	Extent of Implementation
1. Each student, upon entering the middle grades, joins a small community (e.g., a "school within a school") in which students and adults get to know each other well, creating a climate for intellectual development.	1 2 3 4
2. Interdisciplinary teams[1] of teachers have been established to deliver instructional services to students.	1 2 3 4
3. A common, daily planning time for team teachers exists.	1 2 3 4
4. An advisor-advisee[2] or other school-based program exists that allows ready and continuous access to adults, assuring that every student becomes well known by at least one adult.	1 2 3 4

5. Please describe any special procedures you follow to ensure a smooth student transition

   a. from elementary to middle level:

   b. from middle level to high school:

[1]Interdisciplinary teaming is an organizational strategy allowing teachers to plan and discuss curriculum, student problems, and other teacher and student activities on a regular basis (e.g., daily, weekly).

[2]An advisor-advisee program is designed to provide students with the opportunity to get to know an adult (teacher/staff) on a more personal level. These programs may also provide students with the opportunity to discuss personal and social problems common to early adolescents.

1 = Do not plan to implement	2 = Is in the planning stage	3 = Some implementation	4 = Fully implemented on a school-wide basis

TURNING POINT RECOMMENDATION

II. TEACHING A CORE OF COMMON KNOWLEDGE

Every student at the middle level should learn to think critically through mastery of an appropriate body of knowledge, lead a healthy life, behave ethically and lawfully, and assume the responsibilities of citizenship in a pluralistic society.

Component of Middle Level Education	Extent of Implementation			
1. Teachers promote critical and higher order thinking by replacing lecture style instruction with teaching methods that foster a spirit of inquiry, the communication of ideas, and creative problem solving.	1	2	3	4
2. The curriculum is organized around interdisciplinary themes and units, (e.g., thematic units).	1	2	3	4
3. Health education is integrated into the core instructional program.	1	2	3	4
4. The curriculum includes life skills such as self-control, stress reduction, assertiveness, and expression of apprehension and disapproval.	1	2	3	4
5. An exploratory concept[3] of opportunities exists which provides all students the opportunity to explore their interests and aptitudes through participation in a variety of subject areas.	1	2	3	4
6. Through application of equal opportunity practices, the ethnic composition of the school staff reflects the student population's cultural diversity.	1	2	3	4
7. Teacher assessment of students emphasizes success rather than failure by indicating individual achievement rather than how one's achievement compares to that of others.	1	2	3	4
8. Alternative assessments, beyond nationally normed tests, are used (e.g., portfolios, exhibitions, etc.).	1	2	3	4
9. Instruction in computer technology is required for all students.	1	2	3	4

TURNING POINT RECOMMENDATION

III. ENSURING SUCCESS FOR ALL STUDENTS

All young adolescents should have the opportunity to succeed in every aspect of the middle level program, regardless of previous achievement or the pace at which they learn.

Component of Middle Level Education	Extent of Implementation			
1. Heterogenous groupings of students including "special education" and "talented and gifted" students exist in core courses.	1	2	3	4
2. Cooperative learning strategies are utilized.	1	2	3	4
3. A cross-age tutoring program is available.	1	2	3	4
4. Standard class periods have been eliminated allowing for flexible block scheduling[4] by teacher teams.	1	2	3	4
5. A written school plan is in place to reward and recognize all students for their accomplishments (e.g., improved academic performance, outstanding attendance record, special talents, citizenship, etc.).	1	2	3	4
6. An intramural sports program involves at least 50 percent of all students.	1	2	3	4
7. All students participate in at least one extra-curricular activity during the school day or extended day (e.g., mini courses, clubs, school paper, etc.).	1	2	3	4
8. Opportunity for learning exists outside regularly scheduled classes (e.g., extended school days, homework hotlines, tutoring, Saturday classes, etc.).	1	2	3	4

[3]Exploratory programs are designed to provide students with a myriad of "hands-on" experiences, frequently in the form of "mini-units." These mini-courses give students a sampling of real world activities for personal, social, recreational, and vocational development. These are usually in addition to traditional unified and related arts programs such as industrial arts, music or home economics.

[4]Block scheduling is the establishment of blocks of instruction time beyond the traditional 40 to 50 minutes to best meet the needs and interests of the students, to respond to curriculum priorities, and to capitalize on learning opportunities such as current events.

1 = Do not plan to implement	2 = Is in the planning stage	3 = Some implementation	4 = Fully implemented on a school-wide basis

TURNING POINT RECOMMENDATION

IV. EMPOWERING TEACHERS AND ADMINISTRATORS

Decisions concerning the experiences of middle level students should be made by the adults who know them best.

Component of Middle Level Education	Extent of Implementation
1. Teachers are given control over instructional methods, class scheduling, and student evaluation.	1 2 3 4
2. An ongoing communication system exists between base team teachers and unified arts/ physical education team teachers.	1 2 3 4
3. Decision making authority is school based involving teachers, administrators, support staff, parents, students, and key representatives from community organizations in shared decision making.	1 2 3 4

TURNING POINT RECOMMENDATION

V. PREPARING TEACHERS FOR THE MIDDLE LEVEL

Teachers in middle level schools should be selected and specially educated to teach young adolescents.

Component of Middle Level Education	Extent of Implementation
1. Middle grade course work and/or experience is a desired qualification to be hired as a teacher in your school.	1 2 3 4
2. Peer coaching teams exist to improve instructional quality.	1 2 3 4
3. Middle level teachers teach regularly in more than one subject area (e.g., reading and science).	1 2 3 4
4. Middle level teachers have had a development course in the emotional, social, physical, and intellectual needs of the early adolescent.	1 2 3 4
5. Teachers are prepared for working with children from one- or two-parent families, families of various ethnic and racial backgrounds, and families who for economic or other reasons are undergoing stress that may influence their children's performance in school.	1 2 3 4

TURNING POINT RECOMMENDATION

VI. IMPROVING ACADEMIC PERFORMANCE THROUGH BETTER HEALTH AND FITNESS

Young adolescents must be healthy in order to learn.

Component of Middle Level Education	Extent of Implementation
1. Your school has a coordinated system to provide intervention or referral to outside agencies or individuals for student physical and emotional health problems.	1 2 3 4
2. Your school has health personnel who marshal available resources on behalf of students.	1 2 3 4
3. Peer counseling is available for students.	1 2 3 4
4. Your school food service has eliminated items that are high in animal fat, salt, or sugar.	1 2 3 4
5. Your school has a smoke-free building policy.	1 2 3 4

1 = Do not plan to implement	2 = Is in the planning stage	3 = Some implementation	4 = Fully implemented on a school-wide basis

TURNING POINT RECOMMENDATION

VII. REENGAGING FAMILIES IN THE EDUCATION OF YOUNG ADOLESCENTS

Families and middle level schools must be allied through trust and respect if young adolescents are to succeed in school.

Component of Middle Level Education	Extent of Implementation			
1. Parents participate in school governance.	1	2	3	4
2. Parents tutor their young adolescents or monitor the completion of homework.	1	2	3	4
3. Parents work with the community to ensure a safe school environment.	1	2	3	4
4. Parents share their special interests or expertise through classroom presentations or the provision of support materials.	1	2	3	4
5. Parenting classes and informative sessions are offered to help parents understand their young adolescents.	1	2	3	4

TURNING POINT RECOMMENDATION

VIII. CONNECTING SCHOOLS WITH COMMUNITIES

Schools and community organizations should share responsibility for each middle level student's success.

Component of Middle Level Education	Extent of Implementation			
1. Timely and effective school/community collaborations exist to increase access of young adolescents to needed health and social services.	1	2	3	4
2. Local agencies in your community, such as libraries, YMCA's and YWCA's, Girls' Clubs and Boys' Clubs, churches, and service clubs, coordinate with you to assist students to achieve their goals.	1	2	3	4
3. Supervised activity helping others in the community or school is part of the core instructional program for all students.	1	2	3	4
4. Businesses and the professions enter into partnerships with your school by contributing funds, equipment, employee time, or other resources.	1	2	3	4

IX. Your staff have received professional development in (Check all that apply.)

- ☐ alternative instructional technologies
- ☐ cultural sensitivity
- ☐ inquiry type learning
- ☐ critical thinking
- ☐ computerized instruction
- ☐ learning styles
- ☐ individualized instruction
- ☐ interagency collaboration
- ☐ early adolescent development
- ☐ teaming
- ☐ advisor/advisee

X. Please describe effective programs currently implemented at your school which relate to the Turning Points' recommendations. (Use an additional page if necessary.)

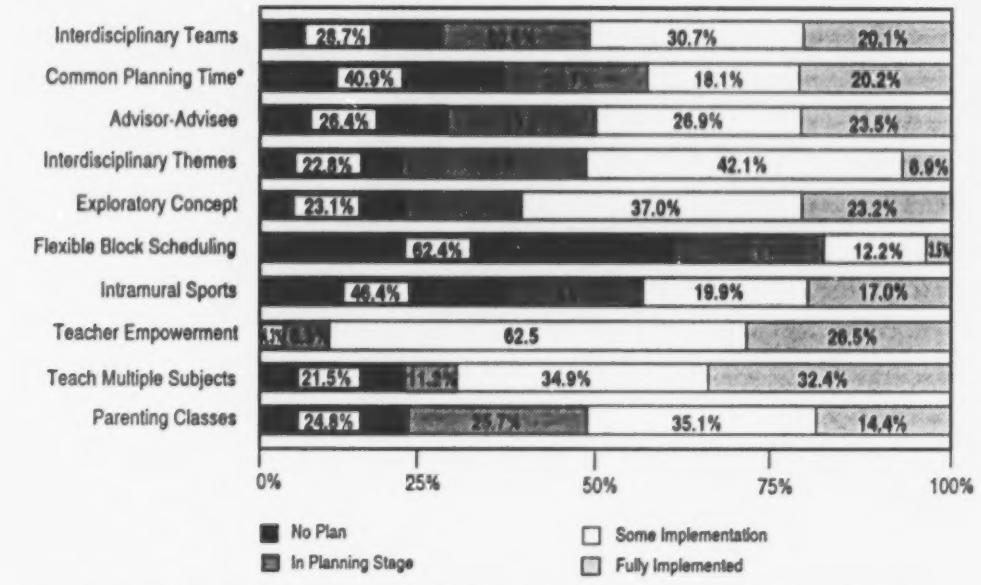
XI. What type of inservicing or other resources are necessary to enable your school to further implement the Turning Points' recommendations?

Thank you for your assistance in completing this assessment. Please return by March 1, 1991.

APPENDIX B

Figures and Tables

FIGURE 1. Key Middle-Level Concepts by Extent of Implementation



*When only schools utilizing interdiscplinary teams are included, common planning time percentages from left to right are 22.7%, 16.0%, 28.3%, and 33.1%, respectively.

FIGURE 2. Percent of Schools Reporting Staff Development Opportunities

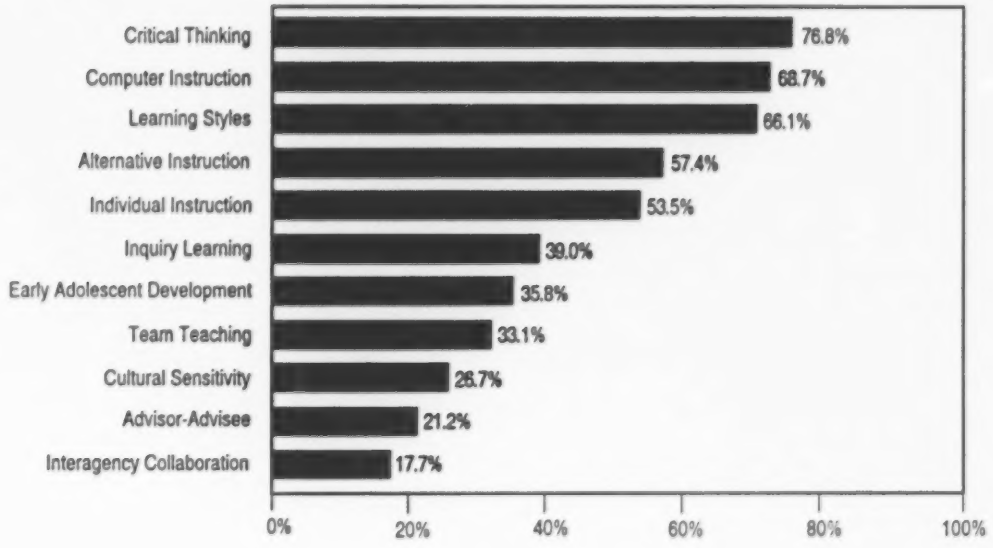


FIGURE 3. Middle-Level School Practices—Illinois Compared to Nation

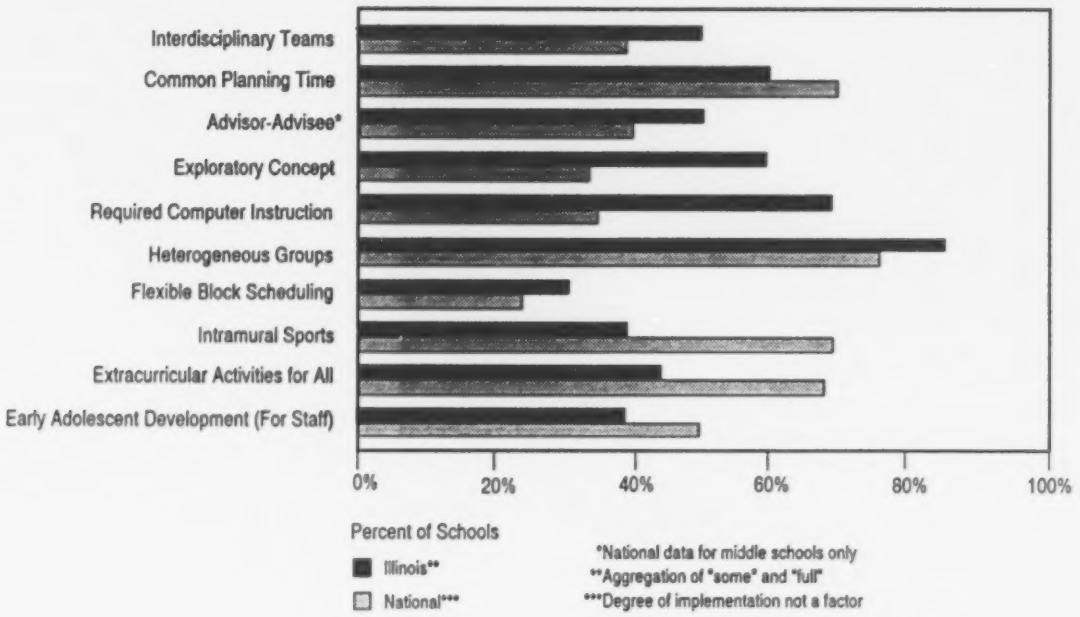


TABLE 1. Percentage Distribution of Middle-Level Grade Configurations, Illinois Compared to Nation

	Illinois Junior High/ Middle Schools*	Nation
Grades 5-8	14	11
Grades 6-8	42	40
Grades 7-8	42	24
Grades 7-9	1	20
Other	1	5
TOTAL	**100**	**100**

* Among all schools serving grades 5-8, 27 different grade configurations exist. Only 22.4% are K-8, 22.1% are K-6, 14.4% are K-5, 7.5% are 6-8, 8.6% are 7-8, and 25.0% are in the remaining 22 nontraditional configurations.

TABLE 2. Implementation of the *Turning Points* Recommendation to Create a Community of Learners by Component of Middle-Level Education and School Type

Component of Middle-Level Education	Number of Schools	Extent of Implementation: No Plan to Implement %	In the Planning Stage %	Some Implementation %	Fully Implemented %
Each student, upon entering the middle grades, joins a small community (e.g., a "school within a school") in which students and adults get to know each other well, creating a climate for intellectual development.					
Junior high schools	428	17.1	23.1	34.3	25.5
K-8 schools	289	24.9	8.0	37.0	30.1
Data missing for school type	45	22.2	8.9	40.0	28.9
TOTAL	**762**	**20.3**	**16.5**	**35.7**	**27.4**
Interdisciplinary teams of teachers have been established to deliver instructional services to students.					
Junior high schools	428	26.6	28.5	25.7	19.2
K-8 schools	289	31.5	9.7	37.4	21.5
Data missing for school type	46	30.4	15.2	34.8	19.6
TOTAL	**763**	**28.7**	**20.6**	**30.7**	**20.1**
A common, daily planning time for team teachers exists.					
Junior high schools	427	36.5	23.9	16.9	22.7
K-8 schools	289	47.4	17.0	18.7	17.0
Data missing for school type	46	41.3	15.2	26.1	17.4
TOTAL	**762**	**40.9**	**20.7**	**18.1**	**20.2**
An advisor-advisee or other school-based program exists that allows ready and continous access to adults, assuring that every student becomes well known by at least one adult.					
Junior high schools	427	22.2	30.7	25.1	22.0
K-8 schools	289	32.5	12.8	28.0	26.6
Data missing for school type	46	26.1	19.6	37.0	17.4
TOTAL	**762**	**26.4**	**23.2**	**26.9**	**23.5**

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TABLE 3. Implementation of the *Turning Points* Recommendation to Teach a Core of Common Knowledge by Component of Middle-Level Education and School Type

Component of Middle-Level Education	Number of Schools	Extent of Implementation: No Plan to Implement %	In the Planning Stage %	Some Implementation %	Fully Implemented %
Teachers promote critical and higher order thinking by replacing lecture style instruction with teaching methods that foster a spirit of inquiry, the communication of ideas, and creative problem solving.					
Junior high schools	430	1.2	8.8	78.6	11.4
K-8 schools	293	3.8	8.9	73.0	14.3
Data missing for school type	45	0.0	17.8	75.6	6.7
TOTAL	**768**	**2.1**	**9.4**	**76.3**	**12.2**
The curriculum is organized around interdisciplinary themes and units (e.g., thematic units.)					
Junior high schools	427	21.8	32.8	40.0	5.4
K-8 schools	289	24.2	22.5	44.3	9.0
Data missing for school type	47	23.4	21.3	46.8	8.5
TOTAL	**763**	**22.8**	**28.2**	**42.1**	**6.9**
Health education is integrated into the core instructional program.					
Junior high schools	429	9.8	11.9	30.5	47.8
K-8 schools	281	8.6	8.6	38.1	44.7
Data missing for school type	46	8.7	13.0	32.6	45.7
TOTAL	**766**	**9.3**	**10.7**	**33.6**	**46.5**
The curriculum includes life skills such as self-control, stress reduction, assertiveness, and expression of apprehension and disapproval.					
Junior high schools	427	9.6	21.8	41.0	27.6
K-8 schools	290	10.7	17.9	53.4	17.9
Data missing for school type	47	8.5	19.1	46.8	25.5
TOTAL	**764**	**9.9**	**20.2**	**46.1**	**23.8**
An exploratory concept of opportunities exists which provides all students the opportunity to explore their interests and aptitudes through participation in a variety of subject areas.					
Junior high schools	428	18.7	16.8	34.6	29.9
K-8 schools	292	29.1	16.8	41.4	12.7
Data missing for school type	47	25.5	14.9	31.9	27.7
TOTAL	**767**	**23.1**	**16.7**	**37.0**	**23.2**
Through application of equal opportunity practices, the ethnic composition of the school staff reflects the student population's cultural diversity.					
Junior high schools	412	11.9	15.0	29.9	43.2
K-8 schools	279	12.5	7.5	30.5	49.5
Data missing for school type	47	12.8	8.5	29.8	48.9
TOTAL	**738**	**12.2**	**11.8**	**30.1**	**45.9**

Component of Middle-Level Education	Number of Schools	Extent of Implementation: No Plan to Implement %	In the Planning Stage %	Some Implementation %	Fully Implemented %
Teacher assessment of students emphasizes success rather than failure by indicating individual achievement rather than how one's achievement compares to that of others.					
Junior high schools	429	6.5	16.6	55.7	21.2
K-8 schools	293	9.2	13.3	46.8	30.7
Data missing for school type	47	8.5	17.0	48.9	25.5
TOTAL	**769**	**7.7**	**15.3**	**51.9**	**25.1**
Alternative assessments, beyond nationally normed tests, are used (e.g., portfolios, exhibitions, etc.).					
Junior high schools	429	17.7	24.7	43.6	14.0
K-8 schools	292	19.5	18.2	45.5	16.8
Data missing for school type	47	14.9	19.1	51.1	14.9
TOTAL	**768**	**18.2**	**21.9**	**44.8**	**15.1**
Instruction in computer technology is required for all students.					
Junior high schools	431	9.5	20.4	19.3	50.8
K-8 schools	291	15.5	21.3	28.2	35.1
Data missing for school type	46	15.2	28.3	19.6	37.0
TOTAL	**768**	**12.1**	**21.2**	**22.7**	**44.0**

TABLE 4. Implementation of the *Turning Points* Recommendation to Ensure Success for All Students by Component of Middle-Level Education and School Type

Component of Middle-Level Education	Number of Schools	Extent of Implementation: No Plan to Implement	In the Planning Stage	Some Implementation	Fully Implemented
		%	%	%	%
Heterogeneous groupings of students including "special education" and "talented and gifted" students exist in core courses.					
Junior high schools	428	6.3	9.6	43.9	40.2
K-8 schools	293	9.2	6.1	34.8	49.8
Data missing for school type	47	6.4	4.3	42.6	46.8
TOTAL	**768**	**7.4**	**7.9**	**40.4**	**44.3**
Cooperative learning strategies are utilized.					
Junior high schools	431	3.5	14.4	68.2	13.9
K-8 schools	292	5.8	17.1	62.0	15.1
Data missing for school type	46	4.3	19.6	63.0	13.0
TOTAL	**769**	**4.4**	**15.7**	**65.5**	**14.3**
A cross-age tutoring program is available.					
Junior high schools	427	30.7	27.9	28.3	13.1
K-8 schools	288	30.6	22.6	33.0	13.9
Data missing for school type	44	22.7	31.8	38.6	6.8
TOTAL	**762**	**30.2**	**26.1**	**30.7**	**13.0**
Standard class periods have been eliminated allowing for flexible block scheduling by teacher teams.					
Junior high schools	424	59.2	26.9	10.1	3.8
K-8 schools	289	66.4	14.2	16.3	3.1
Data missing for school type	47	66.0	27.7	6.4	0.0
TOTAL	**760**	**62.4**	**22.1**	**12.2**	**3.3**
A written school plan is in place to reward and recognize all students for their accomplishments (e.g., improved academic performance, outstanding attendance record, special talents, citizenship, etc.).					
Junior high schools	432	10.2	18.5	33.8	37.5
K-8 schools	291	11.3	14.8	30.6	43.3
Data missing for school type	46	13.0	10.9	39.1	37.0
TOTAL	**769**	**10.8**	**16.6**	**32.9**	**39.7**
An intramural sports program involves at least 50 percent of all students.					
Junior high schools	429	43.8	19.6	20.5	16.1
K-8 schools	293	48.8	12.6	19.5	19.1
Data missing for school type	47	55.3	14.9	17.0	12.8
TOTAL	**769**	**46.4**	**16.6**	**19.9**	**17.0**
All students participate in at least one extracurricular activity during the school day or extended day (e.g., mini courses, clubs, school paper, etc.).					
Junior high schools	425	33.2	20.5	36.5	9.9
K-8 schools	293	40.3	16.7	35.2	7.8
Data missing for school type	47	38.3	27.7	25.5	8.5
TOTAL	**765**	**36.2**	**19.5**	**35.3**	**9.0**
Opportunity for learning exists outside regularly scheduled classes (e.g., extended school days, homework hotlines, tutoring, Saturday classes, etc.).					
Junior high schools	431	31.8	17.6	37.4	13.2
K-8 schools	293	38.6	13.3	28.0	20.1
Data missing for school type	47	34.0	12.8	27.7	25.5
TOTAL	**771**	**34.5**	**15.7**	**33.2**	**16.6**

TABLE 5. Implementation of the *Turning Points* Recommendation to Empower Teachers and Administrators by Component of Middle-Level Education and School Type

Component of Middle-Level Education	Number of Schools	Extent of Implementation: No Plan to Implement	In the Planning Stage	Some Implementation	Fully Implemented
		%	%	%	%
Teachers are given control over instructional methods, class scheduling, and student evaluation.					
Junior high schools	429	4.0	9.1	65.7	21.2
K-8 schools	295	4.4	3.7	58.3	33.6
Data missing for school type	46	4.3	6.5	58.7	30.4
TOTAL	**770**	**4.2**	**6.9**	**62.5**	**26.5**
An ongoing communication system exists between base team teachers and unified arts/physical education team teachers.					
Junior high schools	427	19.9	22.7	37.2	20.1
K-8 schools	290	17.6	7.9	42.4	32.1
Data missing for school type	46	19.6	17.4	32.6	30.4
TOTAL	**763**	**19.0**	**16.8**	**38.9**	**25.3**
Decision-making authority is school based involving teachers, administrators, support staff, parents, students, and key representatives from community organizations in shared decision making.					
Junior high schools	431	8.8	16.9	52.7	21.6
K-8 schools	295	8.1	7.1	44.7	40.0
Data missing for school type	46	6.5	13.0	43.5	37.0
TOTAL	**772**	**8.4**	**13.0**	**49.1**	**29.5**

TABLE 6. Implementation of the *Turning Points* Recommendation to Prepare Teachers for the Middle Level by Component of Middle-Level Education and School Type

Component of Middle-Level Education	Number of Schools	Extent of Implementation: No Plan to Implement %	In the Planning Stage %	Some Implementation %	Fully Implemented %
Middle-grade course work and/or experience is a desired qualification to be hired as a teacher in your school.					
Junior high schools	429	5.6	11.7	43.4	39.4
K-8 schools	293	12.3	9.2	45.7	32.8
Data missing for school type	46	17.4	4.3	41.3	37.0
TOTAL	**768**	**8.9**	**10.3**	**44.1**	**36.7**
Peer coaching teams exist to improve instructional quality.					
Junior high schools	430	28.4	33.3	33.7	4.7
K-8 schools	293	39.6	29.4	23.9	7.2
Data missing for school type	46	41.3	37.0	13.0	8.7
TOTAL	**769**	**33.4**	**32.0**	**28.7**	**5.9**
Middle-level teachers teach regularly in more than one subject area (e.g., reading and science).					
Junior high schools	429	29.1	16.3	38.2	16.3
K-8 schools	291	11.0	3.8	30.6	54.6
Data missing for school type	46	17.4	10.9	30.4	41.3
TOTAL	**766**	**21.5**	**11.2**	**34.9**	**32.4**
Middle-level teachers have had a development course in the emotional, social, physical, and intellectual needs of the early adolescent.					
Junior high schools	424	16.5	25.5	46.0	12.0
K-8 schools	285	19.3	13.7	43.5	23.5
Data missing for school type	46	23.9	19.6	34.8	21.7
TOTAL	**755**	**18.0**	**20.7**	**44.4**	**17.0**
Teachers are prepared for working with children from one or two-parent families, families of various ethnic and racial backgrounds, and families who for economic or other reasons are undergoing stress that may influence their children's performance in school.					
Junior high schools	425	14.6	28.2	42.6	14.6
K-8 schools	294	15.0	15.0	47.6	22.4
Data missing for school type	46	15.2	32.6	28.3	23.9
TOTAL	**765**	**14.8**	**23.4**	**43.7**	**18.2**

TABLE 7. Implementation of the *Turning Points* Recommendation to Improve Academic Performance through Better Health and Fitness by Component of Middle-Level Education and School Type

Component of Middle-Level Education	Number of Schools	Extent of Implementation: No Plan to Implement %	In the Planning Stage %	Some Implementation %	Fully Implemented %
Your school has a coordinated system to provide intervention or referral to outside agencies or individuals for student physical and emotional health problems.					
Junior high schools	431	1.2	5.3	32.0	61.5
K-8 schools	292	2.7	4.1	30.5	62.7
Data missing for school type	46	2.2	2.2	23.9	71.7
TOTAL	**769**	**1.8**	**4.7**	**30.9**	**62.5**
Your school has health personnel who marshal available resources on behalf of students.					
Junior high schools	430	14.4	7.4	27.0	51.2
K-8 schools	291	16.5	8.2	39.5	35.7
Data missing for school type	46	21.7	6.5	30.4	41.3
TOTAL	**767**	**15.6**	**7.7**	**31.9**	**44.7**
Peer counseling is available for students.					
Junior high schools	426	32.6	30.3	23.2	13.8
K-8 schools	291	50.5	21.0	22.0	6.5
Data missing for school type	46	19.6	28.3	39.1	13.0
TOTAL	**763**	**38.7**	**26.6**	**23.7**	**11.0**
Your school food service has eliminated items that are high in animal fat, salt, or sugar.					
Junior high schools	415	21.2	20.7	39.3	18.8
K-8 schools	277	20.2	14.4	44.4	20.9
Data missing for school type	45	11.1	22.2	44.4	22.2
TOTAL	**737**	**20.2**	**18.5**	**41.5**	**19.8**
Your school has a smoke-free building policy.					
Junior high schools	429	10.5	9.6	15.2	64.8
K-8 schools	293	7.5	4.1	11.9	76.5
Data missing for school type	46	10.9	10.9	15.2	63.0
TOTAL	**768**	**9.4**	**7.6**	**13.9**	**69.1**

TABLE 8. Implementation of the *Turning Points* Recommendation to Reengage Families in the Education of Young Adolescents by Component of Middle-Level Education and School Type

Component of Middle-Level Education	Number of Schools	Extent of Implementation: No Plan to Implement %	In the Planning Stage %	Some Implementation %	Fully Implemented %
Parents participate in school governance.					
Junior high schools	430	18.1	23.5	49.1	9.3
K-8 schools	292	15.8	8.2	40.4	35.6
Data missing for school type	46	10.9	17.4	54.3	17.4
TOTAL	**768**	**16.8**	**17.3**	**46.1**	**19.8**
Parents tutor their young adolescents or monitor the completion of homework.					
Junior high schools	430	4.4	14.0	73.3	8.4
K-8 schools	293	3.1	9.2	72.7	15.0
Data missing for school type	46	0.0	13.0	80.4	6.5
TOTAL	**769**	**3.6**	**12.1**	**73.5**	**10.8**
Parents work with the community to ensure a safe school environment.					
Junior high schools	425	9.2	14.8	61.9	14.1
K-8 schools	292	6.8	8.9	61.6	22.6
Data missing for school type	47	4.3	10.6	70.2	14.9
TOTAL	**764**	**8.0**	**12.3**	**62.3**	**17.4**
Parentsshare their special interests or expertise through classroom presentations or the provision of support materials.					
Junior high schools	430	8.4	18.1	65.6	7.9
K-8 schools	293	9.2	20.1	58.0	12.6
Data missing for school type	47	8.5	21.3	61.7	8.5
TOTAL	**770**	**8.7**	**19.1**	**62.5**	**9.7**
Parenting classes and informative sessions are offered to help parents understand their young adolescents.					
Junior high schools	431	20.0	24.1	37.8	18.1
K-8 schools	295	31.9	26.4	30.8	10.8
Data missing for school type	47	25.5	36.2	36.2	2.1
TOTAL	**773**	**24.8**	**25.7**	**35.1**	**14.4**

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TABLE 9. Implementation of the *Turning Points* Recommendation to Connect Schools with Communities by Component of Middle-Level Education and School Type

Component of Middle-Level Education	Number of Schools	Extent of Implementation: No Plan to Implement %	In the Planning Stage %	Some Implementation %	Fully Implemented %
Timely and effective school/community collaborations exist to increase access of young adolescents to needed health and social services.					
Junior high schools	428	11.2	16.8	50.5	21.5
K-8 schools	291	15.8	14.4	52.6	17.2
Data missing for school type	47	6.4	12.8	63.8	17.0
TOTAL	**766**	**12.7**	**15.7**	**52.1**	**19.6**
Local agencies in your community, such as libraries, YMCAs and YWCAs, Girls' Clubs and Boys' Clubs, churches, and service clubs, coordinate with you to assist students to achieve their goals.					
Junior high schools	429	13.3	14.0	56.4	16.3
K-8 schools	292	15.8	10.3	52.4	21.6
Data missing for school type	46	13.0	6.5	60.9	19.6
TOTAL	**767**	**14.2**	**12.1**	**55.1**	**18.5**
Supervised activity helping others in the community or school is part of the core instructional program for all students.					
Junior high schools	428	31.8	30.4	32.0	5.8
K-8 schools	291	35.4	22.7	34.4	7.6
Data missing for school type	47	27.7	25.5	42.6	4.3
TOTAL	**766**	**32.9**	**27.2**	**33.6**	**6.4**
Businesses and the professions enter into partnerships with your school by contributing funds, equipment, employee time, opportunities for educational experiences, or other resources.					
Junior high schools	431	19.3	23.7	45.7	11.4
K-8 schools	291	22.7	20.6	44.3	12.4
Data missing for school type	46	23.9	17.4	41.3	17.4
TOTAL	**768**	**20.8**	**22.1**	**44.9**	**12.1**

TABLE 10. Effect of School Size and Location (Chicago vs. Remainder of Illinois) on Implementation for Selected Middle-Level Concepts*

Component of Middle-Level Education	Number of Schools	Extent of Implementation: No Plan to Implement %	In the Planning Stage %	Some Implementation %	Fully Implemented %
Interdisciplinary teams					
Chicago	86	15.1	9.3	51.2	24.4
Remainder of Illinois					
Less than 215 students	203	44.3	12.8	30.0	12.8
215-424 students	212	26.4	24.5	28.3	20.8
425 or more students	207	20.8	29.5	24.6	25.1
Common planning time exists for teams of teachers**					
Chicago	65	24.6	26.2	26.2	23.1
Remainder of Illinois					
Less than 215 students	86	30.2	14.0	33.7	22.1
215-424 students	104	29.8	16.3	26.9	26.9
425 or more students	102	7.8	10.8	26.5	54.9
Advisor-advisee program					
Chicago	86	33.7	19.8	25.6	20.9
Remainder of Illinois					
Less than 215 students	202	35.6	12.9	25.2	26.2
215-424 students	213	23.0	23.9	27.7	25.4
425 or more students	206	17.0	34.5	26.7	21.8
Diverse ethnic composition of staff					
Chicago	85	5.9	3.5	41.2	49.4
Remainder of Illinois					
Less than 215 students	192	14.6	5.2	23.4	56.8
215-424 students	207	15.5	13.0	25.6	45.9
425 or more students	199	8.0	21.6	36.7	33.7
Required computer instruction					
Chicago	85	9.4	27.1	30.6	32.9
Remainder of Illinois					
Less than 215 students	207	17.4	25.1	24.2	33.3
215-424 students	214	9.8	19.2	21.0	50.0
425 or more students	207	9.2	15.9	20.3	54.6
Flexible block scheduling					
Chicago	86	66.3	16.3	16.3	1.2
Remainder of Illinois					
Less than 215 students	204	72.5	11.8	10.3	5.4
215-424 students	211	63.0	24.2	11.4	1.4
425 or more students	204	49.0	30.9	15.2	4.9
Intramural sports					
Chicago	87	29.9	18.4	37.9	13.8
Remainder of Illinois					
Less than 215	208	58.7	13.0	10.1	18.3
215-424 students	212	47.6	17.5	15.6	19.3
425 or more students	206	37.9	18.4	27.7	16.0
Learning opportunities outside regularly scheduled classes					
Chicago	87	9.2	10.3	29.9	50.6
Remainder of Illinois					
Less than 215 students	207	56.0	11.6	21.7	10.6
215-424 students	213	35.7	19.2	36.6	8.5
425 or more students	208	22.6	18.8	43.3	15.4

Component of Middle-Level Education	Number of Schools	Extent of Implementation: No Plan to Implement	In the Planning Stage	Some Implementation	Fully Implemented
Peer coaching teams					
Chicago	85	23.5	37.6	30.6	8.2
Remainder of Illinois					
Less than 215 students	208	44.7	20.7	28.4	6.3
215-424 students	214	35.0	34.6	26.2	4.2
425 or more students	207	22.2	37.7	34.3	5.8
Teachers teach multiple subjects					
Chicago	86	4.7	4.7	24.4	66.3
Remainder of Illinois					
Less than 215 students	206	19.4	6.3	32.5	41.7
215-424 students	212	21.2	12.7	43.4	22.6
425 or more students	207	30.9	16.9	34.3	17.9
Health personnel marshal available resources					
Chicago	85	2.4	7.1	47.1	43.5
Remainder of Illinois					
Less than 215 students	206	28.2	7.8	30.6	33.5
215-424 students	213	14.1	8.5	31.5	46.0
425 or more students	208	9.1	6.7	28.4	55.8
Parenting classes offered					
Chicago	87	9.2	29.9	37.9	23.0
Remainder of Illinois					
Less than 215 students	207	45.9	22.2	22.7	9.2
215-424 students	214	21.0	25.7	38.8	14.5
425 or more students	209	13.9	24.4	43.1	18.7
Community service is part of core instructional program					
Chicago	85	27.1	31.8	30.6	10.6
Remainder of Illinois					
Less than 215 students	207	47.8	20.3	25.1	6.8
215-424 students	214	30.4	27.1	37.4	5.1
425 or more students	204	23.5	31.9	38.7	5.9
Partnerships with businesses and professions exist					
Chicago	85	8.2	24.7	42.4	24.7
Remainder of Illinois					
Less than 215 students	207	33.3	17.9	41.5	7.2
215-424 students	214	21.0	23.8	45.8	9.3
425 or more students	207	12.6	23.7	49.8	14.0

* Selected concepts include those for which a range of 20 percentage points or more exists between school size categories.

** Includes only those schools which reported at least some implementation for team teaching.

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